



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Division: Educational Services Effective Date: September 2004

B. Department / Program Area: Student Development / English as a Second Language Revision: New Course

If Revision, Section(s) Revised: C, F, H, J

Date of Previous Revision: January 1994
Date of Current Revision: September 2004

C: EASL 0165 **D:** Lower Intermediate Reading for Students of English as a Second Language **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description: This is not a beginner's course, but it is the first in a 4-level series. This series is designed to lead up to college reading standards, to improve work opportunities, and to meet day-to-day reading needs. EASL 0165 is an <u>extensive</u> reading course. It is designed for the student who has learned some grammar and vocabulary and who can read simplified ESL material, but who has little experience reading in English without translation.</p> <p>This course emphasizes reading for main ideas and using new vocabulary strategies. There are extensive reading assignments.</p>														
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>See O</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: (EASL 0145 and 0155) or (EASL 144 and 154) or (EASL 0135) or (Instructor Permission)</p> <p>I: Course Corequisites: None</p> <p>J: Course for which this Course is a Prerequisite EASL 0265</p> <p>K: Maximum Class Size: 18</p>													
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 45%;">Non-Credit</td> <td style="width: 20%;"></td> <td style="width: 30%;"></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> <td style="text-align: center;">Requested</td> <td style="text-align: center;">Granted</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			<input type="checkbox"/>	Non-Credit			<input checked="" type="checkbox"/>	College Credit Non-Transfer			<input type="checkbox"/>	College Credit Transfer:	Requested	Granted
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<p>M: Course Objectives / Learning Outcomes</p> <p>Within relevant educational, employment and social contexts, students who master this course will be able to:</p> <ol style="list-style-type: none"> 1. read continuously materials in course content, and other student-selected materials without recourse to translation or to the dictionary, skipping any unfamiliar words and expressions which are not necessary to understanding the meaning. 2. read uninterruptedly materials in course content and other student selected readings, without recourse to translation or to the dictionary, guessing from context the approximate meaning of such unfamiliar words and expressions as appear necessary to understanding the meaning. 3. improve reading rate, without dropping comprehension rate below 80%, on timed readings. 4. locate main ideas in short readings. 5. locate main ideas in individual paragraphs within short readings. 6. re-tell, in their own words, a story they have read, such that the contents of the story are intelligible. 7. use an English-English dictionary, without a bilingual dictionary, to rapidly locate a target word. 8. select, from several definitions, the one most appropriate to the context in which the word was encountered.
<p>N Course Content:</p> <ul style="list-style-type: none"> - EASL materials such as simplified versions of famous books, structured readers - <u>Westcoast Reader</u> - heavily illustrated magazines such as <u>National Geographic</u>, <u>Life</u> - newspaper headlines, picture-captions and short items (possibly adapted for easier comprehension) - pleasure reading, such as pieces brought in by the students themselves; short fiction in EASL - various English-only dictionaries.
<p>O: Methods of Instruction</p> <p>Practice sessions will consist of students completing both teacher-guided and student-directed learning activities in pairs, in small groups and as a class.</p> <p>The instructor will facilitate, observe and evaluate students' development of reading ability. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will receive assistance with reading difficulties that arise from lack of familiarity with the structure, lexicon and cultural content of the reading passages.</p>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Students must supply a three-ring binder, paper, pen, and pencil.</p> <p>Students may be required to purchase a text.</p>
<p>Q: Means of Assessment</p> <p>This course is a college preparatory course and students will be marked on a MASTERY basis. Mastery will be granted to students who achieve over 70% on a series of in-class and out-of-class assessments.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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